

# About The New England Common Assessment Program

This report highlights results from the Fall 2012 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



## Fall 2012 Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2012-2013

## School Results

**School:** Oxford Hills Middle School

**District:** RSU 17/MSAD 17

**Code:** 1211-1545



# Fall 2012 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2012-2013

### Grade Level Summary Report

School: Oxford Hills Middle School  
 District: RSU 17/MSAD 17  
 State: Maine  
 Code: 1211-1545

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	259			260			14,085			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	253	253	253	254	254	254	13,745	13,743	13,696	98	98	98	98	98	98	98	98	97
With an approved accommodation	33	32	32	34	33	33	2,196	2,203	2,078	13	13	13	13	13	13	16	16	15
Current LEP Students	1	1	1	1	1	1	353	360	352	<1	<1	<1	<1	<1	<1	3	3	3
With an approved accommodation	0	0	0	0	0	0	130	136	132	0	0	0	0	0	0	37	38	38
IEP Students	34	34	34	35	35	35	2,147	2,146	2,131	13	13	13	14	14	14	16	16	16
With an approved accommodation	33	32	32	34	33	33	1,745	1,753	1,676	97	94	94	97	94	94	81	82	79
Students not tested in NECAP	6	6	6	6	6	6	340	342	389	2	2	2	2	2	2	2	2	3
State Approved	5	5	5	5	5	5	244	239	243	83	83	83	83	83	83	72	70	62
Alternate Assessment	5	5	5	5	5	5	204	200	202	100	100	100	100	100	100	84	84	83
First Year LEP	0	0	0	0	0	0	3	0	3	0	0	0	0	0	0	1	0	1
Withdrew After October 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Enrolled After October 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Consideration	0	0	0	0	0	0	37	39	38	0	0	0	0	0	0	15	16	16
Other	1	1	1	1	1	1	96	103	146	17	17	17	17	17	17	28	30	38

## NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	259	5	1	253	28	11	160	63	47	19	18	7	846	254	11	63	19	7	846	13,745	19	57	17	6	848
MATH	259	5	1	253	39	15	114	45	50	20	50	20	841	254	15	45	20	20	841	13,743	16	45	19	20	842
WRITING	259	5	1	253	11	4	89	35	113	45	40	16	836	254	4	35	44	16	836	13,696	12	46	31	12	841

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2012 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2012-2013

### Reading Results

School: Oxford Hills Middle School  
 District: RSU 17/MSAD 17  
 State: Maine  
 Code: 1211-1545

#### Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 859–880)

#### Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 840–858)

#### Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

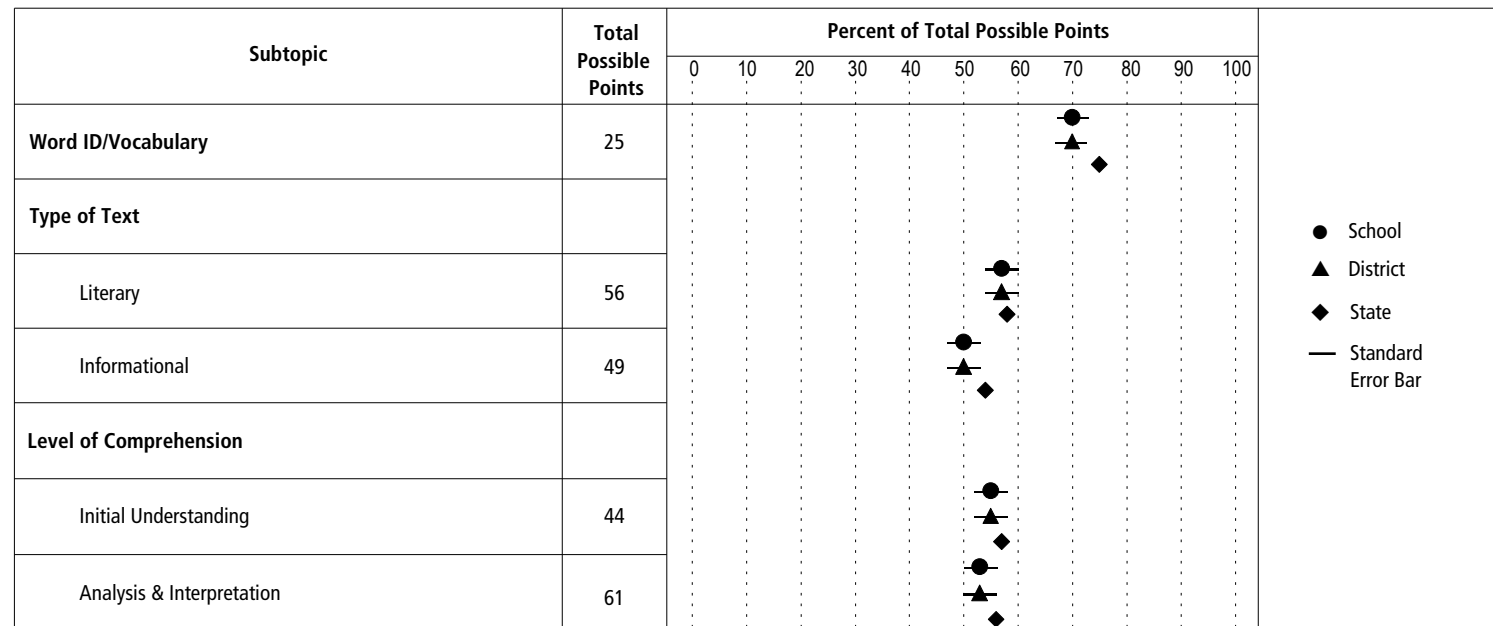
(Scaled Score 828–839)

#### Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 800–827)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2010-11	268	6	5	257	23	9	152	59	72	28	10	4	845
2011-12	280	12	2	266	28	11	150	56	57	21	31	12	844
<b>2012-13</b>	<b>259</b>	<b>5</b>	<b>1</b>	<b>253</b>	<b>28</b>	<b>11</b>	<b>160</b>	<b>63</b>	<b>47</b>	<b>19</b>	<b>18</b>	<b>7</b>	<b>846</b>
Cumulative Total	807	23	8	776	79	10	462	60	176	23	59	8	845
<b>District</b>													
2010-11	269	6	5	258	23	9	152	59	72	28	11	4	845
2011-12	281	13	2	266	28	11	150	56	57	21	31	12	844
<b>2012-13</b>	<b>260</b>	<b>5</b>	<b>1</b>	<b>254</b>	<b>28</b>	<b>11</b>	<b>161</b>	<b>63</b>	<b>47</b>	<b>19</b>	<b>18</b>	<b>7</b>	<b>846</b>
Cumulative Total	810	24	8	778	79	10	463	60	176	23	60	8	845
<b>State</b>													
2010-11	14,368	263	147	13,958	2,341	17	7,783	56	3,096	22	738	5	847
2011-12	14,397	251	115	14,031	2,933	21	7,864	56	2,380	17	854	6	848
<b>2012-13</b>	<b>14,085</b>	<b>244</b>	<b>96</b>	<b>13,745</b>	<b>2,653</b>	<b>19</b>	<b>7,877</b>	<b>57</b>	<b>2,380</b>	<b>17</b>	<b>835</b>	<b>6</b>	<b>848</b>
Cumulative Total	42,850	758	358	41,734	7,927	19	23,524	56	7,856	19	2,427	6	848





# Fall 2012 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2012-2013

### Disaggregated Reading Results

School: Oxford Hills Middle School  
 District: RSU 17/MSAD 17  
 State: Maine  
 Code: 1211-1545

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	259	5	1	253	28	11	160	63	47	19	18	7	846	254	11	63	19	7	846	13,745	19	57	17	6	848
Gender																									
Male	138	3	1	134	14	10	79	59	32	24	9	7	845	135	10	59	24	7	845	7,099	14	58	20	8	846
Female	121	2	0	119	14	12	81	68	15	13	9	8	847	119	12	68	13	8	847	6,646	25	57	14	4	851
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	4	0	0	4										4						204	10	63	21	6	846
Not Hispanic or Latino																									
American Indian or Alaskan Native	3	0	0	3										3						115	3	64	24	8	843
Asian	1	0	0	1										1						195	32	49	14	5	852
Black or African American	4	0	0	4										4						384	8	45	26	21	840
Native Hawaiian or Pacific Islander	0	0	0	0										0						7					
White	233	5	1	227	26	11	140	62	45	20	16	7	846	228	11	62	20	7	846	12,632	20	58	17	6	849
Two or more races	14	0	0	14	2	14	9	64	2	14	1	7	845	14	14	64	14	7	845	208	16	60	18	6	848
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	1	0	0	1										1						353	4	43	32	21	838
Former LEP student - monitoring year 1	0	0	0	0										0						9					
Former LEP student - monitoring year 2	0	0	0	0										0						44	34	64	2	0	856
All Other Students	258	5	1	252	28	11	159	63	47	19	18	7	846	253	11	63	19	7	846	13,339	20	58	17	6	849
IEP																									
Students with an IEP	40	5	1	34	0	0	9	26	13	38	12	35	832	35	0	29	37	34	833	2,147	2	31	42	26	835
All Other Students	219	0	0	219	28	13	151	69	34	16	6	3	848	219	13	69	16	3	848	11,598	23	62	13	2	851
SES																									
Economically Disadvantaged Students	181	5	0	176	9	5	109	62	43	24	15	9	844	177	5	62	24	8	844	6,590	10	57	24	10	844
All Other Students	78	0	1	77	19	25	51	66	4	5	3	4	852	77	25	66	5	4	852	7,155	28	58	11	3	852
Migrant																									
Migrant Students	0	0	0	0										0						4					
All Other Students	259	5	1	253	28	11	160	63	47	19	18	7	846	254	11	63	19	7	846	13,741	19	57	17	6	848
Title I																									
Students Receiving Title I Services	1	0	0	1										1						1,781	11	54	27	8	845
All Other Students	258	5	1	252	28	11	159	63	47	19	18	7	846	253	11	63	19	7	846	11,964	20	58	16	6	849
504 Plan																									
Students with a 504 Plan	3	0	0	3										3						515	13	61	21	5	847
All Other Students	256	5	1	250	28	11	158	63	46	18	18	7	846	251	11	63	18	7	846	13,230	20	57	17	6	849

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2012 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2012-2013

### Mathematics Results

School: Oxford Hills Middle School  
 District: RSU 17/MSAD 17  
 State: Maine  
 Code: 1211-1545

#### Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 852–880)

#### Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 840–851)

#### Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

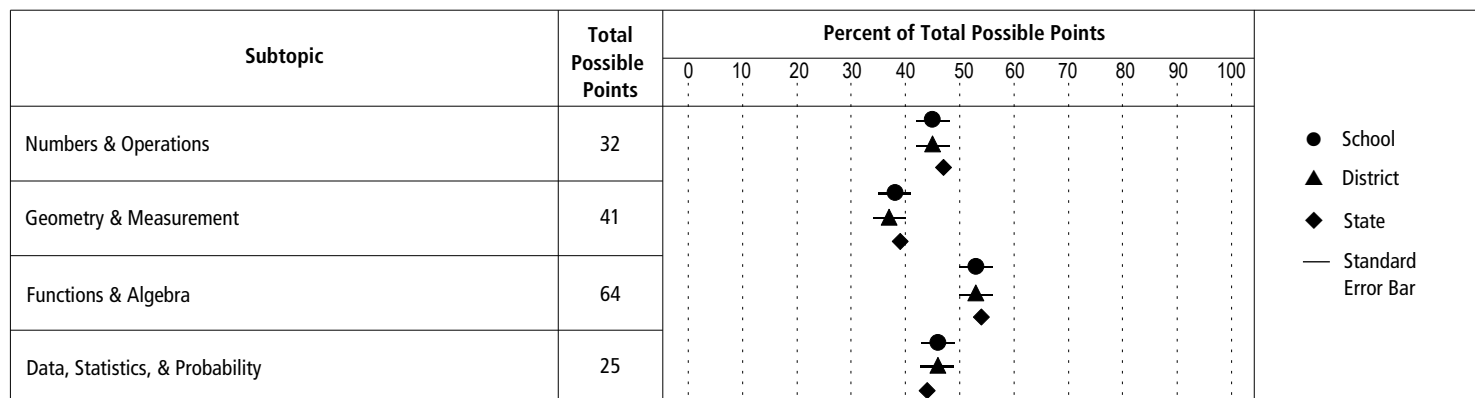
(Scaled Score 834–839)

#### Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 800–833)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2010-11	268	6	5	257	24	9	128	50	47	18	58	23	841
2011-12	280	12	2	266	37	14	121	45	57	21	51	19	842
<b>2012-13</b>	<b>259</b>	<b>5</b>	<b>1</b>	<b>253</b>	<b>39</b>	<b>15</b>	<b>114</b>	<b>45</b>	<b>50</b>	<b>20</b>	<b>50</b>	<b>20</b>	<b>841</b>
Cumulative Total	807	23	8	776	100	13	363	47	154	20	159	20	841
<b>District</b>													
2010-11	269	6	5	258	24	9	128	50	47	18	59	23	841
2011-12	281	13	2	266	37	14	121	45	57	21	51	19	842
<b>2012-13</b>	<b>260</b>	<b>5</b>	<b>1</b>	<b>254</b>	<b>39</b>	<b>15</b>	<b>114</b>	<b>45</b>	<b>50</b>	<b>20</b>	<b>51</b>	<b>20</b>	<b>841</b>
Cumulative Total	810	24	8	778	100	13	363	47	154	20	161	21	841
<b>State</b>													
2010-11	14,368	223	162	13,983	2,310	17	5,894	42	3,048	22	2,731	20	842
2011-12	14,397	258	126	14,013	2,374	17	6,035	43	3,002	21	2,602	19	842
<b>2012-13</b>	<b>14,085</b>	<b>239</b>	<b>103</b>	<b>13,743</b>	<b>2,174</b>	<b>16</b>	<b>6,209</b>	<b>45</b>	<b>2,635</b>	<b>19</b>	<b>2,725</b>	<b>20</b>	<b>842</b>
Cumulative Total	42,850	720	391	41,739	6,858	16	18,138	43	8,685	21	8,058	19	842





# Fall 2012 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2012-2013

# Disaggregated Mathematics Results

**School:** Oxford Hills Middle School  
**District:** RSU 17/MSAD 17  
**State:** Maine  
**Code:** 1211-1545

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	259	5	1	253	39	15	114	45	50	20	50	20	841	254	15	45	20	20	841	13,743	16	45	19	20	842
Gender																									
Male	138	3	1	134	27	20	55	41	26	19	26	19	843	135	20	41	19	20	842	7,095	16	44	20	21	842
Female	121	2	0	119	12	10	59	50	24	20	24	20	840	119	10	50	20	20	840	6,648	16	46	19	19	842
Not Reported	0	0	0	0									0						0						
Race/Ethnicity																									
Hispanic or Latino	4	0	0	4									4						206	10	50	15	26	839	
Not Hispanic or Latino																									
American Indian or Alaskan Native	3	0	0	3									3						114	5	42	27	25	838	
Asian	1	0	0	1									1						195	28	43	15	15	845	
Black or African American	4	0	0	4									4						389	4	28	20	48	833	
Native Hawaiian or Pacific Islander	0	0	0	0									0						7						
White	233	5	1	227	36	16	103	45	44	19	44	19	842	228	16	45	19	20	841	12,626	16	46	19	19	842
Two or more races	14	0	0	14	1	7	7	50	3	21	3	21	840	14	7	50	21	21	840	206	13	49	19	20	842
No Race/Ethnicity Reported	0	0	0	0									0						0						
LEP Status																									
Current LEP student	1	0	0	1									1						360	3	25	21	51	832	
Former LEP student - monitoring year 1	0	0	0	0									0						9						
Former LEP student - monitoring year 2	0	0	0	0									0						44	16	70	11	2	846	
All Other Students	258	5	1	252	39	15	114	45	49	19	50	20	841	253	15	45	19	20	841	13,330	16	46	19	19	842
IEP																									
Students with an IEP	40	5	1	34	0	0	2	6	10	29	22	65	829	35	0	6	29	66	829	2,146	2	16	20	62	830
All Other Students	219	0	0	219	39	18	112	51	40	18	28	13	843	219	18	51	18	13	843	11,597	18	51	19	12	844
SES																									
Economically Disadvantaged Students	181	5	0	176	16	9	72	41	46	26	42	24	839	177	9	41	26	24	839	6,592	7	39	24	29	838
All Other Students	78	0	1	77	23	30	42	55	4	5	8	10	846	77	30	55	5	10	846	7,151	24	51	15	11	845
Migrant																									
Migrant Students	0	0	0	0									0						4						
All Other Students	259	5	1	253	39	15	114	45	50	20	50	20	841	254	15	45	20	20	841	13,739	16	45	19	20	842
Title I																									
Students Receiving Title I Services	1	0	0	1									1						1,784	8	33	30	30	838	
All Other Students	258	5	1	252	39	15	114	45	50	20	49	19	841	253	15	45	20	20	841	11,959	17	47	18	18	842
504 Plan																									
Students with a 504 Plan	3	0	0	3									3						513	12	42	25	21	841	
All Other Students	256	5	1	250	38	15	114	46	49	20	49	20	841	251	15	45	20	20	841	13,230	16	45	19	20	842

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.





# Fall 2012 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2012-2013

### Writing Results

School: Oxford Hills Middle School  
 District: RSU 17/MSAD 17  
 State: Maine  
 Code: 1211-1545

#### Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

(Scaled Score 854–880)

#### Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

(Scaled Score 840–853)

#### Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

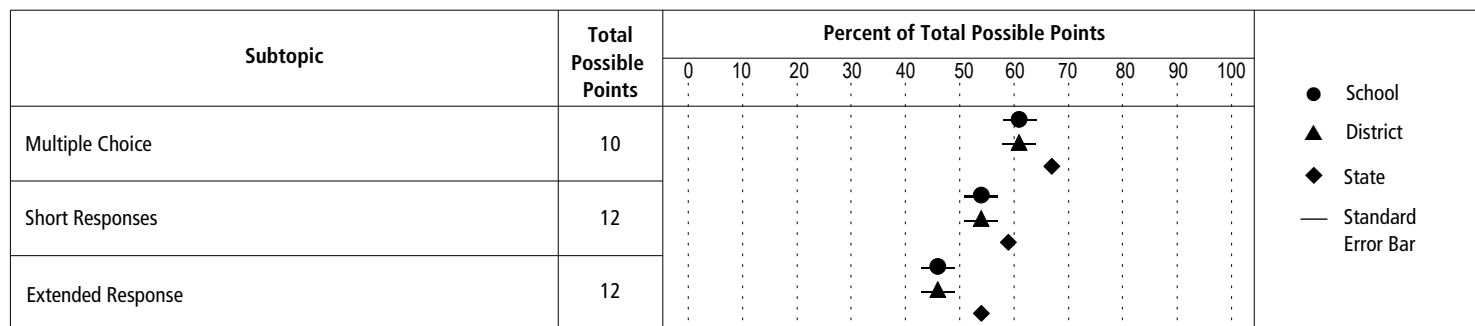
(Scaled Score 827–839)

#### Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

(Scaled Score 800–826)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2010-11	268	6	5	257	11	4	99	39	117	46	30	12	837
2011-12	280	12	4	264	2	1	82	31	120	45	60	23	834
<b>2012-13</b>	<b>259</b>	<b>5</b>	<b>1</b>	<b>253</b>	<b>11</b>	<b>4</b>	<b>89</b>	<b>35</b>	<b>113</b>	<b>45</b>	<b>40</b>	<b>16</b>	<b>836</b>
Cumulative Total	807	23	10	774	24	3	270	35	350	45	130	17	836
<b>District</b>													
2010-11	269	6	5	258	11	4	99	38	117	45	31	12	837
2011-12	281	13	4	264	2	1	82	31	120	45	60	23	834
<b>2012-13</b>	<b>260</b>	<b>5</b>	<b>1</b>	<b>254</b>	<b>11</b>	<b>4</b>	<b>89</b>	<b>35</b>	<b>113</b>	<b>44</b>	<b>41</b>	<b>16</b>	<b>836</b>
Cumulative Total	810	24	10	776	24	3	270	35	350	45	132	17	836
<b>State</b>													
2010-11	14,368	254	210	13,904	1,035	7	6,332	46	5,179	37	1,358	10	840
2011-12	14,397	265	165	13,967	963	7	6,116	44	5,175	37	1,713	12	839
<b>2012-13</b>	<b>14,085</b>	<b>243</b>	<b>146</b>	<b>13,696</b>	<b>1,613</b>	<b>12</b>	<b>6,248</b>	<b>46</b>	<b>4,198</b>	<b>31</b>	<b>1,637</b>	<b>12</b>	<b>841</b>
Cumulative Total	42,850	762	521	41,567	3,611	9	18,696	45	14,552	35	4,708	11	840





# Fall 2012 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2012-2013

### Disaggregated Writing Results

School: Oxford Hills Middle School  
 District: RSU 17/MSAD 17  
 State: Maine  
 Code: 1211-1545

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	259	5	1	253	11	4	89	35	113	45	40	16	836	254	4	35	44	16	836	13,696	12	46	31	12	841
Gender																									
Male	138	3	1	134	4	3	34	25	70	52	26	19	834	135	3	25	52	20	834	7,068	6	38	38	18	837
Female	121	2	0	119	7	6	55	46	43	36	14	12	839	119	6	46	36	12	839	6,628	18	54	23	5	844
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	4	0	0	4										4						204	6	52	28	14	840
Not Hispanic or Latino																									
American Indian or Alaskan Native	3	0	0	3										3						114	5	30	44	21	836
Asian	1	0	0	1										1						195	16	56	22	6	845
Black or African American	4	0	0	4										4						382	5	37	38	20	836
Native Hawaiian or Pacific Islander	0	0	0	0										0						7					
White	233	5	1	227	10	4	79	35	101	44	37	16	836	228	4	35	44	17	836	12,590	12	46	31	12	841
Two or more races	14	0	0	14	1	7	5	36	6	43	2	14	836	14	7	36	43	14	836	204	9	48	28	15	840
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	1	0	0	1										1						352	3	36	39	22	836
Former LEP student - monitoring year 1	0	0	0	0										0						9					
Former LEP student - monitoring year 2	0	0	0	0										0						44	14	64	20	2	845
All Other Students	258	5	1	252	11	4	89	35	112	44	40	16	836	253	4	35	44	16	836	13,291	12	46	30	12	841
IEP																									
Students with an IEP	40	5	1	34	0	0	1	3	12	35	21	62	825	35	0	3	34	63	825	2,131	1	14	42	43	829
All Other Students	219	0	0	219	11	5	88	40	101	46	19	9	838	219	5	40	46	9	838	11,565	14	51	29	6	843
SES																									
Economically Disadvantaged Students	181	5	0	176	3	2	49	28	88	50	36	20	834	177	2	28	50	21	834	6,554	5	39	38	18	837
All Other Students	78	0	1	77	8	10	40	52	25	32	4	5	841	77	10	52	32	5	841	7,142	18	51	24	7	844
Migrant																									
Migrant Students	0	0	0	0										0						4					
All Other Students	259	5	1	253	11	4	89	35	113	45	40	16	836	254	4	35	44	16	836	13,692	12	46	31	12	841
Title I																									
Students Receiving Title I Services	1	0	0	1										1						1,773	7	37	40	16	838
All Other Students	258	5	1	252	11	4	89	35	112	44	40	16	836	253	4	35	44	16	836	11,923	13	47	29	11	841
504 Plan																									
Students with a 504 Plan	3	0	0	3										3						511	5	39	40	17	838
All Other Students	256	5	1	250	11	4	89	36	110	44	40	16	836	251	4	35	44	16	836	13,185	12	46	30	12	841

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.